

# AMERICAN JOURNAL OF EDUCATION

Universal Education--The Safety of a Republic.

VOL. XX.

ST. LOUIS, MO., APRIL 9, 1887.

No. 4.

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Vol. XX.

ST. LOUIS, MO., APRIL 9, 1887.

No. 4.

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The steady progress made, year by year, in the school system in this and other States, the growing intelligence and power of the people, and the teachers, have contributed largely to our success, and the JOURNAL has given to all a full *quid pro quo* many times for all it has received. This has been fully acknowledged over and over again. With added years and experience, with new features, with an ever-widening and growing constituency the AMERICAN JOURNAL OF EDUCATION in new and enlarged quarters rises out of devastation stronger, and more hopeful, and helpful, than ever before.

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THE object of reading is not to know books, but things; its value depends upon the insight it gives. It is no more necessary to remember the books that have made one wise, than it is to remember the dinners that have made one strong.

Is it not time that our educators, who are laying broad and deep the foundation for the personal character and attainment of the children of the nation—ripening into power, and giving to the state and the nation a stronger, wiser and more patriotic citizenship—is it not time this work received more recognition and a larger recompense? We think so.

County supervision, higher grades of scholarship on the part of teachers, more normal school training insuring better qualifications will bring this.

Let the partisans and politicians keep their hands off and away from school management and the appointment of teachers, and let character and qualification win and hold the place. Then teachers and other educators will command and receive the recognition to which, by virtue of their qualification, they are entitled. The AMERICAN JOURNAL OF EDUCATION will do its part to consummate this desirable result.

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WHEN you see a good argument, for the schools, an interesting fact, an illustrative incident, clip it out and use it. Put it into the country paper. Set it going. The best way to test your ability or lack of ability, is to undertake to do things; the men and women who can do something are wanted to-day everywhere—in the school room and out of it. Men, and women, and children who can, do things.

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It is just as easy for school officers to arrange the finances of their several districts, if they would give the matter a little attention, so as to have money in hand to pay teachers' wages and other indebtedness promptly, as to be behind hand a year.

TEACHERS ought to be paid—in money—not school warrants—at the end of every month—in the country districts as they are paid in the city. They earn their money, and a common sense of justice demands that they be paid promptly—as the State pays her other employees.

WE love that species of literature which discovers man to man—we love to see how a creature like ourselves combats with suffering—perchance sinks under it—better yet—triumphs over it, and is made stronger by it rising superior to it—and growing noble, and whole, and pure in spirit and life, through this strength and grace.



STRIKES destroy that which they wish to save—property.

WE stand as the professed champions of an advanced civilization. What do the statistics of illiterary stand for?

LIBERTY must never become anarchy. It never will among intelligent people. Among an ignorant people liberty means simply and only license.

FOR one to keep aloof, through a selfish interest, from everything that does not form a part of money-making or money-getting, is to make a sad and culpable mistake of life.

INTELLIGENCE and combination protect and defend all from injustice, for justice is a moral power rising above the necessity of material force.

THE sacred fire which animates us as teachers in our work, ought to work results of progress and character worthy this divine power which inspires all great souls.

COMBINATION builds up an identity and unity of interests. It is economical and saving. It teaches people not to spend money until they have earned it; and then to expend it in the wisest way, and so that it will buy the most.

THAT party is best and that form of government is best, which, adapting itself to the present state of society, employs the necessary means to open a smooth and easy road for our advancing civilization. Intelligence helps this; ignorance hinders it.

GOVERNMENT is established to aid society to overcome the obstacles which impede and endanger it. What is there which impedes and endangers so much as ignorance? Is it not the place, nay, more the duty, of the government for its own safety to remove it? We think so.

THE road of prosperity and civilization is marked by the great teachers who stand as milestones along the way. They train to obedience and harmony, and to intelligent appreciation of society. Ignorance of duty and of our relations engenders hate and causes strikes. Strikes are expensive—principally to the strikers and their families.

#### A GREAT MEETING.

Great in its aims, purposes and in its representative capacity also, was the meeting of the Department of Superintendence, of the National Educational Association, held at Washington, D. C., March 15, 16 and 17.

Hon. W. B. Webb, Commissioner of Schools of Washington, D. C., in his address of welcome, said that the interest of education was the vital question of the nation.

Good citizenship was promoted by the schools of the land. He paid a just and glowing tribute to the *superintendents* of the schools of the country. In their control, and under their guidance, the young of the land will be made worthy of their grand inheritance.

The life and progress of our schools depend upon the discussion of grave, practical questions.

President Young responded in behalf of the Department. He outlined the work of the Department, and defended the holding of the winter meeting.

He justly and strongly reflected upon the Congress of United States for not doing more for national education. He sketched the history of expenditures for education in Europe, and contrasted the action of America on the matter. He hinted strongly also, at the establishment of a great *National Normal School* as well as a *National University*. The sentiment of national aid to cure illiteracy is growing, yet the Blair bill was not passed, for the reason that a few prominent men, Carlisle, Randall and Morrison, in Congress prevented its consideration.



HON. N. H. R. DAWSON.

Hon. N. H. R. Dawson, Commissioner of Education of the United States, was introduced and read a paper on *The Work of the Bureau of Education*. He said: Since I assumed charge of the Bureau, in October last, I have endeavored to become familiar with the various parts of its work, and their relations to the work done by the schools and systems of the country. The only changes made by me in the organization and methods have been dictated by a desire to make its publication more simple and effective, more prompt, and, if possible, more useful to its correspondents.

One of the matters that I have tried to forward is the annual report. For fifteen years the reports of the Bureau have comprised a personal statement by the Commissioner, a *résumé* of the educational condition of each state and territory, and a series of statistical tables of public systems, and other schools of every grade. The variety and extent of these tables, made up almost entirely from written replies to questions sent out by the office, have resulted in delaying the preparation of the report for many months.

When the report for 1885-6 is finished, the report of 1886-7 will be immediately taken in hand. I hope to have them both ready within the present year. The main difficulty in accomplishing this will be in obtaining in time for the latter the necessary statistical information.

Among the more recent publications of this office, may be mentioned the first volume of the Report upon Educa-

tion in the Industrial and Fine Arts in the United States, by I. Edwards Clarke of this Bureau. The author is now engaged in the completion of the second volume. When completed, this work will be an exhaustive treatise upon this interesting part of the new education, and will take its place among the most valuable publications made by the government.

If the office of the Bureau of Education is to comprehend the many topics in its range of inquiry, and treat them as the advance in the methods of statistical science requires, and as the expectations of its intelligent friends justly hope and desire, some increase in its ability to perform this work will be necessary. If the large and valuable special collections of the educational library and the museum are to be of that use to the educators of the country of which they are susceptible, the fostering care of congress will be needed, in moderate annual appropriations, for the proper care and increase of these important instrumentalities. If however, these expectations are denied, I shall most cheerfully conform to the exigencies of the hour, and endeavor with the means at hand, to produce the most attainable results.

Our effort and work, it seems to us, is not quite so much to find fault, and carp, and criticise, as it is to build up, and preserve the good our teachers and educators have done, and the positive far-reaching good they are doing to-day. If this was stated fairly what strength, and force, and power, our school system would gain among the people. We submit this is better than this constant fault-finding and criticism. The energy and strength of the several editions of the *AMERICAN JOURNAL OF EDUCATION* will be given to this building up process.

#### OPEN SESAME.

"Teach the Truth, teach all the Truth that you know, and learn forever more and more, but teach it always; not that the children may absorb it, but that they may be trained by absorbing it. So it shall be alive, not dead. So they shall rejoice in it, and not decry it. So they shall feed on it at your hands, as on the bread of life, solid and sweet, and claiming for itself the appetite of man, which God made for it."

This passage is from Rev. Phillips Brooks, and I think he will forgive me for changing a few words, so as to make it applicable to teaching instead of preaching. The passage contains the very essence of real teaching. Keep always clearly in view the mind of the child, and how that is getting trained and developing—not the subject which you are teaching, and which is only a tool in your hand. Teach, not that he may learn, but that he may grow by learning. When once we grasp this idea, many problems which had perplexed us vanish quite away. We hold the key to them now, and if we are in doubt whether to do or not to do a certain thing, we have only to apply it and our closed doors fly open. Just let any

teacher apply this test to the details of her work every day and she will begin to feel that that work is not all experimental, and gaining new confidence she will begin to feel new hope and new courage.

Let us test with this principle the questions of rank in classes, of percentages, of public exhibitions, and see what will be the result.

ANNA C. BRACKETT.

SENATOR GEORGE, of Mississippi, said in regard to Federal aid for Education:

"That Congress may make gifts to the States in aid of common-school and also of university education is too well settled to admit of controversy. This has been the practice from the earliest period of our history. This practice also settles that education of the people is in the category of the *general welfare* of the United States. I do not war against local self-government when I sustain a measure which tends to make that self-government safe and respectable, and even possible, in some of the States.

"I do not add unduly to the powers of the Federal Government when I vote for a bill which has the sanction of precedents from the earliest days to the present time, and which gives no exclusive privileges to any, but confers a great boon on those who most need it,—the workers and toilers, by whose muscle, intelligence, and energy we have achieved the grand material results of our present civilization."

Good actions, let us remember, create good principles. Let us keep doing good.

#### THE NEWSPAPERS.

WE hope our teachers see the point and force of the fact that when we put one fact, or ten, or a thousand into print we put tens of thousands in possession of this important fact, who, but for this, would have gone on, perhaps all their life long, without this knowledge or the power it gives them.

Then, too, when the tens of thousands have read this fact or statement in the printed page, it stands to reinforce them again and again until they make it their own. This is why the newspaper helps so much to make our conversation profitable, helpful and intelligent. The wise, well-read, well-posted lady or gentleman has no need to resort to "low gossip or to "scandal," in order to be interesting or attractive.

A PERSON who contracts and expresses the great rules of life and of duty into short sentences, that may be copied, or easily impressed upon the memory, may justly be numbered among the benefactors of mankind.

FOR the words of sympathy and good cheer, in letters and telegrams, from our friends all over the country, in our disaster, we are profoundly grateful.

It is the first time in twenty-five years that a fire has damaged us. We are on our feet again, and shall extend a cheerful and cordial welcome to all who will favor us with a call, at our new location, 1104 Pine Street, St. Louis.



THE end of school work is not knowledge, but the power to get knowledge. The school gives the key to unlock the treasures of the world's accumulated wisdom. Less cramming and more training is the demand of the hour.

SENATOR EDMUNDS, of Vermont, says in regard to Federal aid for educational purposes:

"I do not think there is any constitutional difficulty in this bill.

"It is perfectly plain to my mind, with great respect to those who think otherwise, that the constitutional power of Congress to devote money in the Treasury to this object is perfectly clear; and I fully agree to what the eloquent Senator from Massachusetts, Mr. Hoar, has said, as it regards the promotion of the general welfare by the universality of education as one of the three fundamental elements without which, in the long run, no government of the people, and by the people, and for the people, can long exist."

#### WORTH CLOSE ATTENTION.

We make some extracts from a recent address by John Morley which teachers and others will find worth close attention. He says:

"There is a great stir on behalf of technical and commercial education. The special needs of our time and country compel us to pay a particular attention to this. Here knowledge is business, and we shall never hold our industrial pre-eminence, with all that hangs upon it, unless we push on scientific, technical and commercial education with all our might. But there is a third kind of knowledge, which, too, in its way, is business.

There is the cultivation of the sympathies and imagination, the quickening of the moral sensibilities, and the enlargement of the moral vision. That is, I take it, the business and function of literature. \* \* \* Some people are born with the incapacity of reading, as some are with the incapacity of distinguishing one tune from another. To them I have nothing to say. Even the morning paper is too much for them to get more than a skimming from. I go further, and I frankly admit that the habit and power of reading with reflection, comprehension and memory all alert and awake does not come at once to the natural man any more than many other sovereign virtues.

What I do submit to you and urge upon you with great earnestness is that it requires no preterhuman force of will in man or woman—unless household circumstances are unusually unfavorable—to get at least half an hour out of a solid, busy day for good and disinterested reading.

Now, in half an hour I fancy you can read fifteen or twenty pages of Burke, or, you can read one of Wordsworth's masterpieces, say the lines of Tintern—or more than half—or a translation of a book of the Iliad or the Æneid. I am not filling the half hour too full; try for yourselves what you can read in half an hour. Then multiply the half hours by

365, and consider what treasures you might have laid by at the end of the year; and what happiness, fortitude and wisdom they would have given you for a lifetime."

We should like to have our friends try that half hour of reading every day. What happiness and wisdom it would bring.

#### SYSTEMS.

Nothing was more puzzling at first and finally amusing, when I was teaching in Charleston, S. C., before the war, when the public schools had been just established there, than to hear visitors say: "I wanted to come and see the system." They seemed to have the idea that we Northern teachers had some definite "System" which would be at once apparent to an observer, and according to which the children were to be shaped and fashioned. At first I was at a loss what to say, but, finally, I learned to say nothing, and to leave them to find out that we were not working by any fixed set of laws, but were only using our common sense.

But it was not alone the Southern people who had this curious idea. Many times, since then, I have had visitors remark with satisfaction, "Ah, I see you use the Kindergarten system." Afterwards the remarks became, "Ah, I see you are using the Quincy methods." Now I am expecting soon to hear, "Ah, I see that you are attaining the Manual Training School results." The fact was, and is, however, that we are following no system and copying nobody. We are simply using our best judgment and the results of our experience, and doing what seems to us the most sensible thing for this or that particular class.

The reason why I think of this now, is, that one of the New York papers, in speaking of the Manual Training System, the other day, used the following language: "It cultivates a love of work in the children, and spontaneous activity, habituates to order, accuracy and neatness, accustoms to attention and perseverance, trains the eye, cultivates the sense of form, and leads the child to the conception of harmony and beauty."

And all these results are spoken of as if they were new, as if they could not be attained without saws, hammers and planes; as if they were not the very results towards which every real teacher in the land is steadily working; as if they were not the very results which are being attained in our schools today, without any of the so-called manual training. These things are not new. We are doing these new things, and have been doing them for the past many years, and we have not thought it necessary to announce to the world that we have made any new discoveries.

Manual training, so-called, may be a very good thing, but all the Law and the Prophets are not contained in it, nor is it at all necessary to have a manual training department to secure all the results named above.

When we are told that in the Manual Training Schools "the fundamental principle in working is that of proceeding from the known to the unknown,

from the easy to the difficult, from the simple to the complex, and that the reward gained is the actual product of the pupils own industry," we beg leave to state, very humbly, that these are old, not new things—that we learned them in our undergraduate course at the Normal School, and that, in fact, they are so very commonplace that we should not consider ourselves justified in taking any one's time to state them.

Manual training classes are not the world-wide panacea for all human ills, and we respectfully submit that we old conservative teachers lay claim, modestly, but firmly, to credit for some common sense, and to success in the very lines so highly commended as the results patented by the Manual Training Schools. ANNA C. BRACKETT.

#### STYLE.

John Morley says: I have very little faith in rules of style, but I have an unbounded faith in the virtue of cultivating direct and precise expression. It is not everybody who can command the mighty rhythm of the greatest masters of human speech; but every one can make reasonably sure that he knows what he means and whether he has found the right word.

It has been said a million times that the foundation of right expression in speech or writing is sincerity. It is as true now as it has ever been, and it is not merely the authors of books who should study right expression. It is a part of character.

As somebody has said, by learning to speak with precision you learn to think with correctness; and firm and vigorous speech lies through the cultivation of high and noble sympathies.

I think, as far as my observation has gone, that men will do better at reaching precision by studying carefully and with an open mind and a vigilant eye the great models of writing than by excessive practice of writing on their own account. The probabilities are that we are now coming to an epoch, as it seems to me, of a quieter style.

The "printed page" of the newspaper finds its way, now-a-days, into almost every home and fireside.

Certainly no intelligent father or mother can afford to allow the children to grow up without a glimpse of this outside and out-of-sight world which the newspaper gives the family and their friends. The information it brings will take the place of "idle gossip" and give us something higher, nobler and better than the scandal and ill-feeling gossip begets.

Keep the family well supplied with wholesome, clean reading.

#### THE WISE STUDENT.

John Morley says: "The wise student will do most of his reading with a pen in his hand. He will not shrink from the useful toil of making abstracts and summaries of what he is reading. Some great men—Gibbon was one and Daniel Webster was another, and the great Lord Strafford was a third—always, before reading a book, made a short, rough analysis of the questions which

they expected to be answered in it, and the conditions to be made for their answer, and whither it would take them.

I have sometimes tried that studied and guarded attention, and I have never done so without advantage; and I commend it to you.

I need not tell you that I think that most books worth reading once are worth reading twice, and the masterpieces of literature—and this is a very important fact—are worth reading a thousand times.

It is a great mistake to think that because you have read a masterpiece once or twice, or ten times, that you have done with it. Because it is a masterpiece you ought to live with it, and make it part of your daily life.

Another practice which I commend to you is that of keeping a common place book, and transcribing into it all that is striking and interesting and suggestive, or that seems to lead anywhere. And if you keep it wisely and well, as Locke has taught us, you will put every entry under a head, division and subdivision, which is excellent practice for concentrating your thought on the passage and making you alive to its real point and significance."

#### ENGLISH TEACHERS.

There is no better thinking done at present on the subject of education in schools than is done by the best teachers in England. It is impossible to read through any number of the *English Journal of Education* without finding valuable articles. I quote below one passage from the last number but one, as showing the quality of the matter. (The last number contains an article on teaching Algebra, which should be read by every one.)

"The school is primarily a moral gymnasium. From the first moment of discipline, the sole purpose of education is the formation of a complete and full-orbed character, the central and indispensable element of which is a good will, which, as Kant maintains, is the only absolutely good thing in the world."

ANNIE C. BRACKETT.

INTELLIGENCE and combination guarantee private as well as public welfare, but ignorance fails to comprehend either and grasps a torch to destroy, or incites a strike to block labor, and starves.

COMBINATION unites neighbors by relations of interest and friendship, so that each one enjoys the wit, and wisdom and strength and wealth of all.

THE work of society of intelligent combination for the public good, cannot be destroyed without a tremendous shock and those who destroy, suffer most.

INTELLIGENCE carries, and holds the elements of combination and success. Ignorance sows the seeds of death and disintegration.

WE must seek our place and usefulness now rather by co-operating with thousands of others, than to be the master of the few. Co-operation and combination is the plan now, rather than dictation.



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INTELLIGENCE, law, order, combination, rouse to activity all branches of industry, put into operation all improvements and conserve, and build up. Ignorance and anarchy pull down, and disintegrate and destroy. Intelligence pays Ignorance in costs.

IGNORANCE is darkness, and, consequently, weakness. Intelligence is luminous, revealing and making visible progress and power.

### THE \$77,000,000.

A bill providing Federal aid for common schools has passed the Senate of the United States—but Carlisle, Randall and Morrison unrighteously defeated its passage in the House of Representatives.

The subjoined table shows the sum its final enactment will give each State. Its disbursements are to be made on the basis of illiteracy.

Total for the United States...\$77,000,000 00  
Each State and Territory will get as follows:

Alabama.....	\$ 5,370,848 45
Arizona Territory.....	72,388 30
Arkansas.....	2,503,170 97
California.....	662,051 95
Colorado.....	129,783 50
Connecticut.....	352,202 22
Dakota Territory.....	59,737 09
Delaware.....	240,559 17
Florida.....	993,548 79
Georgia.....	6,448,482 66
Idaho Territory.....	22,031 23
Illinois.....	1,891,616 46
Indiana.....	1,372,441 26
Iowa.....	577,532 84
Kansas.....	459,147 72
Kentucky.....	4,316,939 63
Louisiana.....	3,945,051 48
Maine.....	274,708 81
Maryland.....	1,666,442 85
Massachusetts.....	1,152,116 61
Michigan.....	789,592 67
Minnesota.....	428,060 02
Mississippi.....	4,624,339 33
Missouri.....	2,586,674 03
Montana Territory.....	21,151 46
Nebraska.....	142,843 63
Nevada.....	50,419 04
New Hampshire.....	177,216 30
New Jersey.....	659,809 18
New Mexico.....	708,220 88
New York.....	2,721,066 98
North Carolina.....	5,749,121 37
Ohio.....	1,633,718 21
Oregon.....	91,978 52
Pennsylvania.....	2,825,324 98
Rhode Island.....	307,210 44
South Carolina.....	4,582,792 26
Tennessee.....	5,089,262 62
Texas.....	3,920,913 78
Utah Territory.....	109,863 10
Vermont.....	196,236 51
Virginia.....	5,332,498 25
Washington Territory.....	48,188 06
West Virginia.....	1,057,893 33
Wisconsin.....	688,420 03
Wyoming.....	6,889 40

Alaska (shares in the appropriation).  
Prepared by the National Bureau of Education.

CAN your pupils not only write letters, but receipts, checks, drafts, interest-bearing promissory notes, bills of account and other business forms? Try them and find out. If satisfactory results are not obtained, see to it that a portion of your arithmetic time is spent in this direction, until these *practical* results are accomplished.

WE are glad to learn that the salaries of female teachers in the girls' high school of San Francisco have been increased, making them conform to the salaries paid to the male teachers in the boys' high school. Thus senior class teachers get \$160 per month; all other assistant teachers \$140, and the teachers of natural sciences and normal class teachers \$160.

TAKE Huntsville, Ark., for instance, as an illustration of the benefits of Federal Aid to Education.

The *Republican* says: "If the Blair Bill to furnish aid to public schools passes, Arkansas will get \$2,503,170.97. Huntsville's part of this sum would be about *twenty-two hundred dollars*, or as much as we receive from the state in *seven years*. Do we need this sum to aid to educate our children? If so, let us petition our law-makers to aid in the passage of the bill."

Ask the children to *do* certain things. Perhaps they find themselves unable to comply with your request. Now you have the *key* to the situation. Show them how—this or that study, or the two or three combined, will give them the *power* to do what is asked. They will be quick to avail themselves of everything necessary to *do* the thing asked of them. Study and close application are not at all irksome under these conditions.

WHAT is teaching but an experiment on the power of children, to know how far it may be extended, and what special help and direction it needs.

BEGIN early to let a sense of responsibility, both for opinion and conduct, be felt.

IN a social way evening lectures on topics of general interest, will refresh the minds and gratify the tastes of those who hear. It is an intellectual pleasure, refining and civilizing, in a high degree. These lectures ought to be vastly multiplied in all our growing towns throughout the West and South. Utilize home talent all you can.

We fear our teachers and school officers do not weigh quite as carefully as they ought these *practical wise* words of Prof. S. S. Parr, Principal DePauw Normal School, Indiana. He says: "The live teacher who provides himself or herself with the proper tools for teaching, commands \$10 to \$50 more per month than those who do not." This is true, because so much *more* work can be done, and so much *better* work can be done "with these proper tools for teaching."

An eight-inch globe, a set of maps, a good *blackboard* and reading charts, are *absolutely* essential for the success of any school or any teacher.

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Accommodations—The Hotel Athenaeum. If application is made before June 15 to M. E. Duncan, Syracuse, N. Y., rooms may be secured for any special term during the season for \$7.00 per week. Special rates to families. Social, Boating, Fireworks, Concerts, Lectures, Ideal Foreign Tour, etc. Good board may be obtained in the numerous cottages at rates approximately as follows: July 1-31, board and lodging \$5.00 to \$7.00 per week; Aug. 1-26, board and lodging \$6.00 to \$10.00 per week.

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### REFERENCES:

Hon. Solomon Palmer, State Supt. Ed. Alabama.  
Hon. Jno. M. McKelvey, ex-State Supt. Ed. Alabama.  
Hon. Jno. Hodgson, ex-State Supt. Ed. Alabama.  
Hon. Gustavus J. Orr, State School Commissioner of Georgia.  
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*The Rock Island Road comes direct from St. Joseph to Holton.*

Send for prospectus and programme of the Summer. Boarding places engaged when desired. Address,

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## NOT SO BAD.

It is said—that, after all, much of that which the purists call slang, has had a classic origin. The expression, "Not if I am acquainted with myself," comes from Milton, who was one of the most scholarly men of his time. "Escaped with the skin of his teeth," is an expression used by Job. Both phrases are vigorous and picturesque, and each tells just what the man meant who uttered it better than any other collocation of words could. One of the most useful words of the day is "mob," but the precisians of 200 years ago tabooed it and declared it had a low and vulgar ancestry, although it is derived from a well-known Latin word. What word in English, at this moment, could express the thing for which it stands so well as this virile monosyllable does?

Take the word "crank." Even the pundits will concede that there are many cranks in the world. They will doubtless even agree that the number of cranks is increasing. Some term which will describe them, therefore, is essential. This term the world needs and must have. Can the pundits give us a word which will stand for the thing as clearly and completely as this stands for it?

"Boodler" is another word which the world wants. It is not likely that boodler will be scarcer a year or ten years hence than it is now. So long as boodler lasts boodlers will exit. Indeed, the chances are that boodlers, like the poor, will be always with us. This settles it. The word must stay.

Slang is the life-blood of speech. It gives vigor and expressiveness, and keeps language from becoming enfeebled. It is a great reservoir from which speech receives stores of pithy and picturesque terms. The words which it furnishes come fresh from the people, and denote, with clearness and precision, the idea of the thing intended. Nearly all the virile, forceful

words in the English tongue to-day were once slang, and had to fight for their existence against the assaults of the purists.

Men think quicker than they once did. They are more in earnest, too. There is a demand for something which will convey thoughts faster than the ordinary words do, and convey it surer. This thing slang does. Slang is clean cut, compact, concentrated. It throbs and palpitates with meaning. It is the small "change" as well as the large notes in the currency of language. The man who makes two blades of grass grow where but one grew before is a benefactor to the race. Doubly blest is the man who coins a word which tells more than any other two words do. If the English language, from this time forward, should get no new words only those the scholars would give it, it would a century hence be virtually as dead for the practical use of the age as is the tongue which died when the barbarians crushed the life out of gray old Rome.

## BEECHER'S LAST WORDS.

We clip the following concluding sentence from the last article ever written by the late Henry Ward Beecher, a short time previous to his death:

"I rejoice to say that I was brought up from my youth to abstain from tobacco. It is unhealthy, it is filthy from beginning to end. I believe that the day will come when a young man will be proud of not being addicted to the use of stimulants of any kind. I believe that the day will come when *not to drink*, not to use tobacco, not to waste one's strength in the secret indulgence of passion, but to be true to one's nature, true to God's law, to be sound, robust, cheerful, and to be conscious that these elements of health and strength are derived from the reverent obedience of the commandments of God, will be a matter of ambition and endeavor among men."

## MERIT RECOGNIZED.

The *New York World* has this strong, pleasant word to say to its *million* readers, of the *Little Giant*:

"Among the many weeklies which club with *The World* is a bright and sparkling little literary paper published weekly in St. Louis, called the *Little Giant*, which has of late achieved a great popularity and success. It consists of eight pages, calendar book paper, tinted, and contains an excellent quality of choice literature especially adapted to family reading. The *Little Giant* is illustrated, and is one of the cheapest literary papers now published, the price being only 50 cents a year (fifty-two copies). By forwarding a two-cent stamp to the *Little Giant* at St. Louis, Mo., a copy of the paper will be mailed free to any address."

## CATARRH.

A clergyman, after years of suffering from that loathsome disease, Catarrh, and vainly trying every known remedy, at last found a prescription which completely cured and saved him from death. Any sufferer from this dreadful disease sending a self addressed stamped envelope to Dr. Lawrence, 212 East Ninth Street, New York, will receive a recipe free of charge. 19-12 5t

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This, however, marvelous as it may appear, is but the *actual cost*, and which is reduced to such a minimum through the increased facilities of printing, the reduction in the cost of paper stock, and the magnitude of the issues, both of the History and of the two papers.

It will therefore be readily seen that there is no profit in this offer as far as circulation is concerned, either to the "World" "The Little Giant" or the "History," which we are not seeking. We want circulation, however, and by this means will secure it to a large extent, and thereby render our space valuable to our advertisers.

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So small is the amount to be remitted for the above that it is scarcely advisable to pay for registration or for a money order; in fact so perfect and safe has the postal system become that there is little risk in sending small amounts in ordinary letters, if plainly addressed.

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# TEXAS

## EDITION

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W. S. SUTTON, Houston, Tex... } Editors.  
J. B. MERWIN..... }

THE real teacher will link the truth and wisdom gained to-day to that of all past time, and show this wisdom is to be used also in a still larger and wider experience in days to come.

NO PARTY can be kept together in this country any more by the mere "management" of a few leaders. It must be the advocate and exponent of certain great principles to win.

LET an intelligent people, however fond of liberty, undertake to frame a wholesome political, or any other kind of an organization, and by this very act they will see the necessity of self-restraint as the first element of success in securing any true liberty.

A MAN cannot be long in doubt in these times—that if he would have a wide and permanent influence among the people he must follow out his sincere, deliberate opinions through good report and evil report, and in the face of every temptation.

#### JEFFERSONIAN SIMPLICITY.

Here we have it in plain figures:

The appropriation bills passed by Congress last year footed up \$264,000,000.

This year, it is said, they will not go beyond \$260,000,000. This is owing to the failure of three of the appropriation bills.

The River and Harbor bill appropriated \$10,500,000. The Deficiency bill appropriated over \$15,000,000.

The Fortification bill failed because the House and Senate could not agree upon the amount of money which should be expended upon fortifications.

The Senate made a bill aggregating \$41,000,000. The House agreed to \$17,000,000—a magnificent sum for the beginning only of system of coast defenses, but the Senate insisted upon its \$41,000,000.

Carlisle, Morrison and Randall must take and carry the odium they justly earned in thwarting the will of the people by defeating the Federal Aid appropriation for Education.

THE intellectual and moral character of a nation is formed in its schools and universities, and so it comes to pass that those who educate a people are always its real masters—though they go and are known by a more modest name.

WHEN people are intelligent the one man is no longer the important personage he once was. He is less able to do harm, and possibly is less needed to do good. The intelligent man is stronger than the despotic one.

THE printed page keeps the people well posted, and well informed on all important matters and events now-a-days.

#### RECOGNITION.

All people who are at all worthy like to be recognized; like to have their work appreciated. There is more in this than people dream of. Shakespeare says:

"If I should tell thee o'er this, thy day's work,  
Thou'ldst not believe thy deeds."

What we do, or fail to do, contributes constantly particles of health or disease to the body politic; but

"Words sweetly placed and masterly directed"

in recognition of work done by the humblest laborer in any and all avocations

"Take all ears captive."

One day in Willard's hotel in Washington, John T. Raymond, the actor, stood near the door reading a paper intently. The article that engaged his attention was a complimentary one about James G. Blaine. Just as the actor finished the reading Mr. Blaine sauntered by. Mr. Raymond stopped him and said:

"I don't suppose these things interest you much, as your name swarms over the surface of every newspaper in the country just now, but perhaps you may care to read it."

He pointed out the editorial, and Mr. Blaine read it through.

"They say that public men become utterly callous to newspaper comment," continued the actor, "but I must say that though I have been in this business for a great many years I still manage to rake up a feeling of pleasure when I read a complimentary notice. How is it with you?"

"Just the same," said Mr. Blaine, with a quizzical little smile as he passed the paper back. "It pleases us all in one way or another."

THE allusion to Circular No. 2, Bureau of Education, reminds one that recognition, though long delayed, may yet follow upon disinterested service. The praise awarded Dr. Harris by the Hon. J. W. Akers, of Iowa, finds a ready acceptance from the AMERICAN JOURNAL OF EDUCATION, for it has been our concern to keep track of all educational movements, and it has been our privilege to know the uppretentious, unselfish, and solid work accomplished by Dr. Harris and the coterie of able men and women, whom he brought about him. Among these is Mr. Denton J. Snider, who was unknown through the columns of the JOURNAL, only because his specialties were not those in which the Common School teacher takes the most direct interest. As a teacher in the High School, Mr. Snider seemed to realize the description given in the pamphlet upon the Organization of the High School, "to attend first to their business, afterwards to themselves and their individual interests; to seek in every way the interests of the school, and do what they can in furtherance of these; to be students and to gain upon themselves year by year; to be ready in season and out of season to employ their abilities in the service of the school." The pupils who were under his charge seem never to forget that in

addition to the accurate and regular work which is required from them Mr. Snider stimulated them to effort higher and more lasting than that of the recitation room. During these years Mr. Snider was always active in those intellectual symposia which flourished during Dr. Harris' connection with our Public Schools; at the same time he made no effort to come before the general public, and we think has been too reticent. The world needs such revelation as he makes. The character of the literary work which he has since done, seemed foreshadowed by the chance remark, which, when the idea became clothed in power, resulted in his "System of Shakespeare's Dramas"—an able treatment of Shakespeare's Plays as one of "the world's literary Bibles." In common with the other members of the "Round Table" Mr. Snider's interests were those of the real scholar, or the true man of science. He studied Shakespeare to find which to him was to be the poet's message—to this all questions of text, of rhetoric, of sentiment, even of character, were subordinated—not disregarded. Separate studies had been made of Shakespeare's art, aphorisms, botanical knowledge, characters, entomology, fitness for representation, grammar, hero and heroines, historical truth, humor and jests, knowledge of human life, language and verification, learning and sciences of knowledge, legal, medical, musical and mythological knowledge, oratory, ornithology, philosophy, plots, psychology, religion and morality, text, wisdom and genius. Every form of partial criticism had seemingly been exhausted upon him; his excellences and his faults had been catalogued, even though writers were not agreed as to which were which. He had, to a less extent, been compared with other writers of the first rank. He had had his glowing genius analyzed from many a point of view. No wonder, then, if James Russell Lowell, while adding to Shakesperiana, endeavored to forestall criticism by entitling his article, "One More Word About Shakespeare." But although one might feel that Shakespeare had been used sufficiently as a mere theme, no earnest reader could fail to find that whether in language, structure, reflection, or idea, there remained questions to which either no answer, or none that was satisfactory, had been made. Mr. Snider found his interest in the inquiry, what is the gospel of this much-vaunted seer and prophet? Mr. Snider was unsatisfied with the explanation that Shakespeare was merely a lucky playwright who had no governing idea; that he was a moralist, who, "notwithstanding his natural rudeness, his unpolished style, his antiquated phrase and wit, his want of method and coherence, and his deficiency in almost all the graces and ornaments of this kind of writing; yet by the justness of his moral" etc., that "he undertook to show that vice was punished and virtue rewarded;" that "he used his plays for the throwing off of the discomfort of a heart ill at ease and ill content with the world and his own conscience;" that "Shakespeare's master-passion was

the love of intellectual activity for its own sake;" that nothing is more remarkable in Shakespeare's plays, "than the prominence given to the influence of chance;" "that the Providence in which Shakespeare believed is a moral order which includes man's highest exercise of foresight, energy, and resolution;" or that Shakespeare was an entomologist, a moralist, a publicist, etc. Mr. Snider therefore chose, as the object of his search, Shakespeare's gospel, and, as his method, a consideration of the plays, regarded as parts, which by their unison made a totality. Whether or not such an investigation, conducted upon such principles, was as popular or as worthy as an examination of Shakespeare's versification by the canons of the new Shakespeare society; whether it was as useful as the impressions gained by the untrained reader, who merely "absorbs" Shakespeare; all this is beside the purpose of this article. It will be evident that Mr. Snider's choice of characteristic was characteristic of a genuine student, ignorant perhaps of the criminality of jeopardizing reputations which subsisted upon authority and tradition. So, too, his publication was simply introduced to the reading world as the result attained by a single student—the reader was to decide from the book as to the author's ability, acquaintance with Shakespeare and Shakesperiana, and the worth of his discoveries. Recognition may be said to have come when Furness, the author of the Variorum edition, granted Mr. Snider a place among the students of Hamlet, whose opinions were worth submitting. Next, having spent two years in Greece and Italy, Mr. Snider returned to a partial connection with the High School, while his services were in great demand as a teacher for the "class or the clee," which has become a feature of our intellectual activity. Walks in Hellas, Delphic Days, Agamemnon's Daughter, An Epigrammatic Voyage, Homer's Iliad, Homer's Odyssey, Dante, and Goethe's Faust have taken form in published books, or in less complete magazine studies. Mr. Snider's time is now wholly occupied in the study of Homer and Dante, and Shakespeare and Goethe—the creators of which he terms "the literary Bibles of the world;" or in the conduct of classes in New York, Chicago, Milwaukee, St. Louis, Terre Haute and other of our cities. Thus he has merely transferred his teachings from the miniature minds and routine studies of the school-room to the larger field of the world's university. This again is, as it seems to us, a continuation of that quiet, intelligent, persistent effort which is in its aims educational. It must be borne in mind that Mr. Snider is an intelligent, devoted friend of Public Education: so intelligent as to have thoroughly investigated its claims upon the community, and so devoted as to seek nothing in return for his support. Perhaps the most imminent danger that threatens the continuous development and usefulness of our Public Schools, is the scarcity of men such as Harris and Pickard, whose interest does not cease with their retiring from



the active administration of this public trust. The support given by such men as Mr. Snider is therefore to be regarded as our best compensation for the indifference, or grudging praise of our great newspapers. The work inaugurated and carried through its critical period by Dr. Harris and Mr. Snider, together with other untiring, unselfish, unobtrusive workers in, and for the Public Schools, has borne fruit which it does not become one to enjoy without recognition and thought of the provident gardener.

THE Hon. N. H. R. Dawson, in his first meeting with the superintendents of the country, won them completely by his strong cordial words of welcome and by the breadth and scope of his plans, as laid down in the admirable address, delivered on that occasion; extracts of which we print in another column. In his address of welcome Commissioner Dawson said:

"I welcome you to this city named after the first, the greatest and the wisest of Americans, whose greatness is imaged in the grand marble obelisk that towers above the noble river and the state he loved; whose words and whose career are the best object-lesson for us in training the American of to-day for the labors and duties of to-morrow—to this city, the Mecca of American constitutional life, which in its beauty mirrors the serene energy that is the highest result of human effort applied to the best objects; and to this meeting, which, let us hope, will be fruitful of wise counsel and wise action, for the benefit of all who love or labor for the advancement of our countrymen in virtue, intelligence, happiness and education."

#### "HOW AUNT DORIS HELPED."

BY ROSE, OF TANGLEWOOD.

##### CHAPTER III.

"I am just in time, am I not, auntie? Seems to me I smell cookies!"

"Yes I had a plate full, hot from the oven, brought in when the last bell rang, intending to waylay you if you did not stop. I know how hungry my girls always were after school."

"I see just how to arrange my programme now. Instead of having two reading lessons in succession, or one history lesson follow another, vary the exercises by having a reading lesson; first division, followed by a language lesson; second division, put both spelling classes in one, do the same with writing and drawing—on alternate days—this gives the extra time I wished for arithmetic. Now it is all right, and I am much obliged!"

"Dorinda always has something pleasant to do, or say, at the opening and closing of school. Attractive opening exercises are an excellent preventative of tardiness. A continued story, that will hold the pupils' interest several mornings, will make them hasten to school to hear another chapter. Books of travel are so delightfully written now—a-days that you can take the children on an imaginary trip to the Old World, making the sight-seeing so real there

will be such a rush to get off the mother will want to brush their hair and give them their breakfast the night before. In the evening *plan to send the children home happy.*

Through the day insist on good work at all hazards; arouse interest, demand attention, encourage, punish when necessary, but, if possible, have difficulties overcome, vexing questions settled five or ten minutes before dismissal.

Shake off the care that has burdened you all day, laugh, and be jolly with the children. I know of nothing better than a merry song to brighten faces and drive away lassitude. It is better for you, and the reputation of your grade, when the pupils go home eagerly talking of the last story, or singing snatches of a new song, than to have small tongues wagging of things that went wrong during the day.

Strange how childhood's songs live in our memory! I often find myself humming a school ditty, and it brings to mind an old-fashioned room, without blinds or curtains, when the evening sun burnished the western window and danced like a golden aureole around our idolized teacher—a fair, girlish figure in white—how we sat with folded arms, and wide open mouths, and gleefully sang:

'We rake the lilies and hay, ha! ha!  
Ha! ha! ha! hey day, day!  
We rake the lilies and hay.'

So, Edith, sent the children home with purer thoughts in their hearts and sunshine in their faces."

"But auntie, sometimes the worry will not shake off and the music dies in my throat! Perhaps one of my exasperating small boys—who have drawn on my patience all day—aggravates me at the last moment, and the bell rings for dismissal before I brush away the frown, or soften the cross tones to a cheery good-night!"

"Does the sun set clear *every night*, my child? Are his last rays *always* crimson and gold? That 'exasperating boy' must be so enthused with the song or story as not to be a cloud on your evening sky!

Travelers tell us the Alpine Glow is even more beautiful than the sunrise. The mountains, wrapped in snowy mist, seem to dissolve like Jack Frost's tracery, as twilight steals on. Gradually a warm, bright glow flushes earth and sky. It broadens, deepens, intersperses, until the whole landscape is illuminated. The waterfall spray sparkles in rubies, instead of diamonds. The icy slopes of the far-off hills shine in amethystine splendor like vast cathedral windows. The mountain changes her bridal veil for rose-tinted drapery. A sweet, solemn beauty, that seems to bring the hearts of those who behold it nearer the Power behind the throne, is the Alpine Glow.

This is what I would have in your school-room. And the brightness, the joy and love must emanate from you."

THINKERS require and *make* an audience for themselves. What has made America great but her great thinkers—her poets—her philosophers—who have spread the beauty and power of culture through the whole land.

#### ON A BOOM.

"Sweet is the country, because full of riches;  
The people liberal, valiant, active, wealthy."  
—Shakespeare.

The whole Southwest is on a boom—substantial, and durable, too. A country of inexhaustible resources—with extended, and far extending railroad facilities, bringing its products and people to the door of all markets, and carrying all people and products to their doors, adorned with beautiful homes, in which are being reared families of culture, virtue, and growing intelligence—with churches and schools, academies, colleges, in which to ripen into bloom and beauty, and power, a grand citizenship: these are the elements on which this substantial progress grows.

We have, as yet, seen only the beginning of this mighty, onward sweeping movement to a new and more powerful civilization.

We can only hint at its beginning, but it is very suggestive, and out of it is to come a new wealth of material, intellectual and spiritual power.

#### CALIFORNIA.

Hon. F. M. Campbell, Superintendent of Schools of Oakland, Cal., in his address on "Public Education on the Pacific Coast," before the Department of Superintendents in Washington, closed his address of an hour and a half with an appeal for the department to hold its next annual meeting in California, and reviewed briefly the various causes which had made the work of public education in California difficult; the spirit of adventure, and the element of speculation distracting boys from the higher education and inducing them to go into money-making vocations; the fluctuations in fortune by which boys who would follow an extended course of study are often prevented by the necessity of bread-winning, and showed how these difficulties had been overcome, and enumerated some of the causes which had specially contributed to the wonderful success which had crowned the efforts of the last thirty-five years. He detailed the founding of the State University, showed its splendid condition; spoke of its strong corps of over forty professors and assistants; reaching the people, in their industrial pursuits, its fine equipment in the direction of the study of mining and mines; and predicted that Berkeley is to become the Frieberg of this country. "The site of the university," comprising 200 acres, is unsurpassed in beauty. Five miles from the city hall of Oakland its buildings rise on the lower slopes of the coast range, here not more than 1,200 or 1,500 feet in height, facing the beautiful bay and harbor of San Francisco, and looking directly out through the Golden Gate toward the regions of the setting sun.

He showed the progress of *normal school* work;—one of these schools, in San José, being the third largest in the United States. Down through the various grades of schools to the kindergarten, —San Francisco being the third city in the Union in the number of children taught in these schools. >Mrs. Leland Stanford bears the entire expense of *eight* of

these schools, with an enrollment of over six hundred pupils.

"God bless," said Mr. Campbell, "the noble women—there, and here, and wherever they may be,—who thus go down into the alleys and by-ways of our great cities and lift up these poor little ones from the darkness and filth of their surroundings, into the bright sunshine of the garden of childhood."

Mr. Campbell analyzed the school law of California, pointing out many of its most excellent features. He dwelt at length upon the munificent gifts of individuals to education in California,—that of James Lick, originally \$1,200,000, now amounting to \$2,000,000; and that of Senator Leland Stanford, aggregating about \$30,000,000.

#### NORTH CAROLINA.

The recent session of the Legislature passed a law requiring the trustees of the University of North Carolina to reduce tuition in the collegiate courses from \$85 to \$60, and to admit teachers to the Normal department, free of tuition. The course covers only two years, but it will be of great benefit to the teachers of the State.

The faculty have adopted the following regulations concerning examinations:

1. The time for final examinations of each term not to exceed ten days, and, if possible to be limited to one week.
2. The maximum time given to any one examination, to be reduced to three hours.
3. Without announcing them, the professors are to give intermediate examinations at such times as they think best, but no such examination shall continue for more than one hour.
4. The term standing shall be made up from the intermediate examinations and the daily recitations, and in the final grade shall count two-thirds, and the final examination one-third.

Hon. R. W. Boyd, of Greenville, S. C., says in a recent address:

"The calling of the teacher must be elevated in public opinion, and be made properly remunerative. The workman is worthy of his hire, and high work must have high pay. Education demands the best capacity and the highest character that the community can furnish. The calling of the teacher should recruit its ranks from the men and women of the most cultured intelligence, of the brightest natural gifts, of the loftiest character, and the most heroic spirit."

COMBINATION carries with it the vigorous sap of new interests to the ten, who join the new order of things. Each individual represents the united power of ten—the united intelligence of ten. Ten are vastly wiser than one, and in combination, vastly stronger than one, and, despite all that can be said, vastly better than one. Ten cannot be bad, and get along, each conserves the other.

THOSE who educate a man have always been and always will be the real masters. How important these masters should be largely cultured, widely read deep, moral souls.



# ILLINOIS EDITION American Journal of Education.

\$1.00 per year in advance.

E. N. ANDREWS, Chicago..... } Editors.  
J. B. MERWIN ..... }

It is in our schools and universities that the men who are to become the champions of political liberty and religions will be found. They act from principle and from an eternal light, and sense of right, and not from the low plane of—mere expediency—in finance and politics. They are to be the saviours of the nation from greed and from the spoilsman.

THE intelligent, cultured person who reveals by speech or song the feelings of the heart, only disengages the sentiment which was imprisoned in the soul—this angel of noble thoughts will not disdain to appear if you give it a garment of beauty fit to appear in. Intelligence becomes thus a power for good—far beyond our present grasp or comprehension.

IF men are to acquit themselves worthily they must be constantly inspired by some noble thought—by some great and grand idea—above the mere getting and hoarding of money. Men whom the whole world reckons great have been inspired in their work by something higher and better than money. It is good—but it is *not all*—nor the best—cultivation and character are better.

## A WELCOME.

We extend a most cordial and earnest welcome to our friend, Mr. Geo. P. Brown, as the Editor and Publisher of the *Illinois School Journal*. Bloomington is to be the place honored by the residence and work of this distinguished educator, and this will be the office of publication also. We are sure others will join and share with us, in this welcome—when they read his “creed” and his statement as to “*What right a school journal has to exist*,” both of which we publish in this issue. We have read them over many times—we shall read them again many times. “Who knoweth whether thou art come to the kingdom for such a time as this.” We are free to confess that we do not think the ordinary “*Journal of Education*” or the “*School Journal*,” as at present conducted, has *any right to exist*, for the reason that they find so much fault, criticise so unwisely and so much, and so uselessly, in a small way—both the teachers and their work—print so much stuff which pulls down and destroys the confidence of the people and the tax-payers in the ability of their teachers, and thus, and by this unwise and unjust criticism put so many “clubs” into the hands of the enemies of the school system, that the school terms and the salaries of teachers and superintendents are being cut down all the time, and the wonder to us, is, with so many of these “thumpers” at work to destroy the

schools and the influence of the teachers, that we have any schools at all.

Now let us turn to Mr. Brown's creed or at least, one article of it, and you see—he proposes, instead of joining the “thumpers, defamers and fault finders”—to be a help,—instead of pulling down and belittling, he proposes to build up, but let him, speak for himself.

“We believe that the method by which improvements in the schools can be best realized is by *affirming* more than by *denying*; by presenting the truth and making it attractive, more than by exposing errors and reproving those who commit them; by commending what is good and pointing to a higher good, more than by condemning what is bad and pointing to ultimate ruin.”

There you have it and that statement ought to bring the *Illinois School Journal* twenty thousand subscribers within next thirty days.

This is the sort of a Journal to circulate among—the people—among the school officers—it will build up and help and perpetuate the good accomplished. The teachers should drop the “thumpers”, the “fault-finders,” the “snarls” “defamers” and take hold and circulate a *helpful Journal*.

Yes; we most cordially and earnestly welcome the *Illinois School Journal* and its wise, cultured, conservative editor.

We hope twenty thousand teachers will also give him a cordial welcome by sending him the subscription price of his paper within thirty days.

## HIS CREED.

We invite careful attention to the “creed” of Geo. P. Brown, Esq., editor of the *Illinois School Journal* as stated below, and commend it, not only to the perusal of all teachers, but their careful study as well.

He says:

In seeking admission to this community of believers, it is fitting that we declare some of our own articles of faith. What one fully believes he seeks to realize.

The following is a partial statement of

### OUR EDUCATIONAL CREED:

We believe that regular and unceasing progress is the law of the development of the human race; that man and all of his institutions are better to-day than they were yesterday, and will be better tomorrow than they are to-day; that God is in the world and the essence of it, and “that what has happened, and is happening every day, is not only not ‘without God,’ but is essentially His work.” “What did man's first step on the road of improvement mean, if it did not implicate the final hour and the goal?” We can all afford to labor and to wait with patience.

That the common school is the nursery of the future citizen, and the hope of a republican form of government in this nation. “The end of education,” says Aristotle, “is the useful and happy citizen.”

That the efficiency of the common school depends upon the knowledge, skill, and spirit of the teacher, and that

our greatest educational need is an adequate supply of well qualified teachers.

That the shortest and cheapest way to supply this need is to make the compensation sufficiently ample, and the tenure of position sufficiently secure, to induce capable young men and young women to choose teaching as a permanent vocation, and to make adequate preparation for its successful practice.

That the method by which improvements in the schools can best be realized is by *affirming* more than by *denying*; by presenting truth and making it attractive, more than by exposing errors and reproving those who commit them; by commending what is good and pointing to a higher good, more than by condemning what is bad and pointing to ultimate ruin. Error is want of truth. When the want is realized, it is more rational to set to work to meet it in a positive and affirmative way, than to waste time and energy, and sour the temper, in exhibiting from every possible point of view the uncomely emptiness.

We believe, furthermore, that honey is more palatable than hyssop; and more wholesome when the condition is normal. A word of appreciation or approval is as easily uttered as an innuendo or a sneer, and it is infinitely more helpful to our brother and better for ourselves. Vinegar and mustard may be wholesome as *condiments*, but they make a murderous diet. We would all do well to cultivate more the spirit of mutual confidence and support. Every teacher who performs his duty faithfully and conscientiously is a hero. Would there were more of the spirit of hero-worship among us.

We believe, finally, that the crowning purpose of the school is to produce a high order of men and women. We would amend the saying of Aristotle, and call the making of the useful and moral citizen the end of education. The essence of morality is obedience to conviction. Loyalty to intelligent conviction is the sore need of the world. What ought the 20,000 teachers of Illinois to do toward supplying this need? They are doing much, and more than the popular voice credits them with doing. More, even, than they themselves know in many instances. Let what is really done be clearly and persistently set forth, until its claim is allowed. The consciousness of good done is the sharpest spur to better doing.

## HIS ANSWER.

The following is the answer of Geo. P. Brown, Esq., editor of the *Illinois School Journal*, as to the “right of a school journal to exist:”

“What right has a school journal to exist? We were set to formulating an answer to this question by the reception of a letter from a valued friend, who seems to be possessed of more than ordinary wisdom, taking us to task for joining the noble army of school journalists. This friend declared the present system of journalism to be vicious.

Now, this was a new view to us. We knew that there was little honor, less wealth, and plenty of hard work in it, but we had always regarded it as opening a way to usefulness, superior almost

to any other. To have it stigmatized as vicious staggered us, we confess. Further reflection has only strengthened our conviction that the school journal has a right to exist, and, more than this, that it has an important, and even necessary function to perform. It is to the vocation of teaching, what journals of law, medicine, and science, are to those vocations. It crystallizes the educational thought of the present as it is floating in the air, and gives it a sort of local habitation and a name. This is a formative period of educational science and method. It is the period, too, of rigid and searching analysis. Words and phrases that have long passed as the embodiment of truth, are now summoned to the bar of reason, to show cause why they should not be declared to be error. Methods that have become stereotyped from long use, are pronounced vicious.

In this period of “storm and stress,” what can take the place of the school journal, in bringing to the student of education the views of other students who are at work upon the same problem, under other conditions? This heralding of discoveries and opinions, affords a strong stimulus to renewed investigation and study, by all who read of them. The journal is an open, free, informal medium of intercourse, that no other institution can supply so well, at so small a cost.

What is the meaning of our many meetings—associations, we call them? Some of them, we confess, seem to mean nothing; but the significance of those that signify anything is an interchange of thought on educational topics. Some persons have found out something, as they think, and they present it to the association to have it tested. This is the function of the school journal. It is an association of the best minds of the period, each contributing what he has.

The school journal is more than this. But it is this; and this alone amply justifies its existence.

## GOOD THINGS.

We present a few of the good things said by those in attendance on the meeting of the Superintendents in Washington.

On civil service, Hon. B. S. Morgan, State Supt. of Schools of West Virginia, said: “Civil service reform is as applicable to the educational work of the country as to any other department of official duty. The beginning of a true professional position is based upon the idea of civil service. Partisan politics should never enter the arena of educational work.”

W. N. Barringer, Supt. of Schools of Newark, N. J., said: “Public sentiment must be cultivated, to exercise power with integrity. Teachers should make good men and women, who can be trusted to hold positions of influence and authority successfully.”

Thomas P. Ballard, of Columbus, O., said: “To make laws may be a difficult task, but to execute them wisely is a greater task. There is urgent need for us to enforce laws that will promote the public good. The practical relation of



the civil service to the work of education seeks to create an intelligent citizenship. This is the key to the whole subject. If the common schools are accomplishing this purpose, then they are doing their legitimate work. Social and political obligation must be manfully met. His citizenship must confront all evils."

Supt. Luckey, of Pittsburg, said: "Political rings are the source of the trouble. We need to get back to the people." His illustrations were original, and showed how to educate the people.

H. R. Waite, Ph. D., said: "The function of the public school is not merely to cultivate the intellect, but to make the rulers of our country good men, well-grounded in the ethical principles of good citizenship. Civics, when it comes to be correctly interpreted, will place before the young the duties of actual life, good character and nobility of purpose."

Supt. W. H. Anderson, of Wheeling, W. Va., said: "The remedy for the teacher, was tenure of office. Good teachers should be kept in their positions and not be subject to the caprice of bad school officials."

J. D. Hale, of Washington, D. C., said: "We want to separate politics from school work. We can trust the people in the matter of civil service."

A. P. Marble, Ph. D., Supt. of Schools of Worcester, Mass., said: "Honest men are more numerous than 'boodlers.' It is unwise to have the impression go abroad that the school officials and system is corrupt. There is a vast amount of good done by the schools which should be recognized."

#### READ FOR PROFIT.

John Morley says: There have been—one of them, I am happy to think, still survives—in our generation three great giants of prose writing. There was, first of all, Carlyle, there was Macaulay, and there is Mr. Ruskin. Those are all giants, and they have the rights of giants. But I do not believe that a greater misfortune can befall the students who attend classes here for example, than that they should strive to write like these three men. I think it is the worst thing that can befall them, for they can never attain to it. Few can bend the bow of Ulysses.

We are now in progress to a quieter style, and I am not sorry for it, because truth is quiet.

Milton's phrase lingers in my mind as one of imperishable beauty, where he regrets that he is drawn by I know not what from beholding the bright countenance of truth in the quiet and still air of delightful studies.

I think that truth in all its order and walks, that quiet judgment and moderation, are more than the flash and the glitter even of the greatest genius. I hope that your professors of rhetoric will teach you to cultivate a language in which truth can be told—an eloquence without trick, without affectation, without mannerisms, and without any of that excessive ambition which overleaps itself as much in prose writing as it does in other walks.

I have made it clear that we conceive

the end of education on its literary side to be to make a man and not a cyclopedia, to make a citizen and not a book of elegant extracts. Literature does not act with knowledge of forms, with inventories of books and authors, with finding of the key of rhythm, with the varying measure of the stanza, or the changes from the involved and sonorous periods of the seventeenth century down to the staccato of the nineteenth century, or all the rest of the technicalities of scholarship. Do not think I condemn these. These are good things to know, but they are not ends in themselves.

The intelligent man, says Plato, will prize those studies which result in his soul getting soberness, righteousness and wisdom, and will less value the others. Literature is one of the instruments, and most powerful instruments, for forming character, for giving us men and women armed with reason, braced by knowledge, clothed with steadfastness and courage, and inspired by that public spirit and virtue of which it has been well said that they are the brightest ornaments of the mind of man.

Bacon is right, as he generally is, when he bids us read not to contradict and refute, nor to believe and take for granted, nor to find talk and discourse, but to weigh and to consider. And in these times, and in the times before us, that promise or threaten deep political, economical and social controversy, what we need to do is to induce our people to weigh and consider. We want them to cultivate energy without impatience, activity without restlessness, and inflexibility without ill-humor.

#### WHAT IS A CLASSIC?

A great French writer said: "I should like to see him defined as an 'author who has enriched the human mind, who has really added to its treasures, who has got it to take a step further, who has discovered some unequivocal moral truth, or has penetrated to some eternal passion in that heart of man where it seemed as though all was known and explored, who has produced his thought or his observation or his invention under some form, no matter what, so it be great, large, acute and reasonable, sane and beautiful in itself, who has spoken to all in a style of his own, yet a style which finds itself the style of everybody, in a style which is at once new and antique, and is the contemporary of all the ages.'"

"At a single reading you may take all that in, but if you should have any opportunity of recurring to it you will find this as satisfactory, full and instructive account of what is a classic, and will find in it a full and satisfactory account of what those who have thought most on literature hope to get from it and most would desire to confer upon others by it. Literature consists of all the books—and they are not so many—where moral truth and human passion are touched with a certain largeness, sanity and attraction of form; and my notion of the literary student is one who through books explores the strange voyage of man's moral reason, the impulses of the human heart, the chances

and changes that have overtaken human ideas of virtue and happiness, of conduct and manners and the shifting fortunes of great conceptions of truth and virtue. Poets, dramatists, humorists, satirists, masters of fiction, the great preachers, the character writers, the maxim writers, the great political orators, they are all literature in so far as they teach us how to know man and to know human nature.

"This is what makes literature, rightly sifted and selected and rightly studied, not the mere elegant trifling that it is so often and erroneously supposed, but a proper instrument for a systematic training of the imagination and sympathies and of a genial and varied moral sensibility."

THE four hundred thousand teachers in the United States ought to know that Carlisle, Randall and Morrison defeated in an unrighteous way the appropriation of \$77,000,000 for educational purposes, thereby curtailing the length of the school term and the wages of those who teach.

#### CANNIBALS.

The truth is—as Shakespeare says—"The labor we delight in, physics pain!"

Every son of God must labor for his living. Producers say that your hand to the plow is the means of provision. Who brings in the golden sheaves of harvest, is who previously went forth to sow. Reluctantly we may accept the inevitable, but thus it is— toil is the price of sustenance.

The waking songs of dawn warble the truth of the old proverb that "God gives every bird its food, but does not throw it into the nest." Let the indolent take up that song and the music of their life will be sweeter.

We have recently read of strikes "in behalf of hunger and rags." We have heard their echoes from childhood, and their weapons are pick and punch and hoe and hammer.

Cannibals are those who live on the blood of their fellows, whether spilt at once, or more painfully drawn forth in drops from the brow. Let us, wealth or poverty, relapse or reascend to the worship of hammering Thor and dig our sustenance from the ground. None can pluck from the branches who have not cultivated the tree.

The *Republican* of last Sunday morning renders a great service to the people by the publication entire of Mr. Henri Taine's essay on Napoleon Bonaparte.

The *Republican* says it is "beyond comparison the greatest historical picture ever drawn. The editorial concludes as follows:

It is an extraordinary picture of an extraordinary man. Taine's Napoleon is entirely monstrous, and entirely great; entirely human and entirely abject, sublime and despicable; diabolical in his strength and weakness without ceasing to be human, because diabolism is only ascribed humanity.

We recognize it at once as the real—the only real Napoleon, who must have been as he is drawn of a necessity that would not allow him to be otherwise or to be imagined so unless he so existed.

#### NEWSPAPERS.

A well known and influential scholar and author recently remarked: "I flounder in a sea of scraps," when speaking of newspapers. It was a comprehensive saying, a just one, and a high tribute, for the papers of the present day, are filled with all that is beautiful in description, touching in sentiment, rich in experience, bright in science, of importance to humanity, far-reaching into the future and giving of the key to knowledge. No paper can be found in which there is nothing new, nothing worth the remembering, and with a tendency to the uplifting of mankind. Its "scraps" are gems of wit; it is a circulating library of vast dimensions, and to which constant additions are being made; a history to which very important pages are being daily added. There is something to be found in it to suit every taste and benefit every reader. For the young it is one of the best of schools, and for the old a brush-up of memory. It is a condensation for the man of business that saves wading through a mass of verbiage to free the grain from the chaff. It is a selection from the best of every clime, and a minute photograph of every passing event. Its "scraps" are the jewels of literature, and items of news the diamonds of events. Without it we would soon "flounder" in a sea of ignorance and intellectual darkness; with it the world will continue to grow brighter and better, and struggle upward into the light of a perfect day.

#### COME TO STAY.

THE boom of the "New South" has "come to stay." As evidence of this during the first three months of 1887 the new enterprises incorporated in the Southern States numbered close on 1,000, independent of 110 new railroad corporations and twenty-six street railroad companies. The capital represented by these new enterprises and corporations foots up to \$85,000,000, a great deal more than double the aggregate for the corresponding period of 1886. Eastern and Northern capital and Eastern and Northern men with their diversified industries are rapidly settling and developing the vast resources of the South.

Did you ever think how much of the wisdom and strength of the world lies unemployed—and unused. Here is a vast capital at our hands ready, if only we have the culture and intelligence to use it—this bullion of truth which sages have mined from knowledge, lies uncovered—as yet—hence people in the midst of plenty and riches—are poor, Ah, this poverty of spirit makes us poor indeed.

WHAT is this garment that you are weaving in this loom of time, day by day? We are dowered by nature to make it bright, attractive, healthful and helpful. Is it all this? It can be—should be.

IGNORANCE is the night primeval—the chaos of darkness—physically as well as mentally. Ignorance is weakness.

# LOUISIANA

EDITION

## American Journal of Education.

\$1.00 per year in advance.

G. D. ALEXANDER, Minden, La. } Editors.  
J. B. MERWIN } .....

IGNORANCE is the disease of prolonged infancy!—the ignorant person is helpless like an infant.

THE cultivation and enlargement of the mind frees us from the restraint and environment of circumstances. We are lifted into a new influence and a new atmosphere, and a new destiny awaits us, for we learn to use this garment of language and clothe our thoughts with beauty and express them with clearness and power.

IT does not matter quite so much who struck out this new path to a larger intelligence—who pioneered the road to it—but it does become a matter of great concern whether or not the people are wise enough to walk in it, and follow it with their children, and to see to it—that all the children follow in its way, up to light and freedom.

### A PRACTICAL SPELLING LESSON.

Lay aside for a day the spelling book, and try an exercise like the following:  
Let the pupils take their slates and write their own names in full.

Write the teacher's surname.

Write the name of the county in which they live, the State, their post-office address.

Tell where Scotchmen come from.

Tell how old a boy is who was born in 1879.

Write the names of four winter amusements; of four summer amusements.

Write how many days in this month.

Write what we plant to get potatoes.

Write a definition of a druggist.

Write the names of six pieces of furniture.

Write the names of six kinds of tools.

Write the names of the seven days.

Write the name of the year, month, and day of the month.

Write a verse of poetry and a verse of Scripture from memory.

THE government is a beneficent power to help on and help up all this social organization of which we are all a part. Strikes sever and dismember society. Let us arbitrate our difficulties. There is good will and intelligence enough to settle all disputes in this country by arbitration.

WE ought to kindle in every school district a thousandfold more interest and enthusiasm this year than ever before in the education of the people. Multiply Reading Circles, meetings, lectures, recitations and exhibitions of the school work.

Enlist the local papers to give notice, to put in short items of what is being done.

Keep full of hope, sweetness and light yourself.

Get a nine months' term of school voted.

WHEN intelligence and love dominate society, we march boldly forward, and all make progress; but when ignorance and hate dominate there is neither progress nor safety. Intelligence pays; ignorance costs and slays.

Politeness is the legitimate result of good nature and good sense; it is therefore wholly distinct from any factitious circumstance of birth, education, wealth, or talent. Many a nobleman is less polite than a ploughman; many a *savant*, many a millionaire, and many an artist might take lessons in politeness of a laboring man.

A crown will not cure an aching head, nor a golden slipper the gout.

INTELLIGENT combination will give us not only the present, but the future. Organization is needed. A mere declaration of facts and principles is not sufficient to constitute a new order of things. Let ten organize for mutual help and profit, and economy in all they consume.

THIS is the power of the public school system—this intelligence which it spreads and perpetuates, this harmony of training and ideas which it established. This is its worth, its vitality, its exceeding great reward to the community and people who support and maintain and defend it.

### ENGLISH AS SHE IS TAUGHT.

Mark Twain contributes to the April *Century*, under the above title some examples of the curious answers [he has made since he left the public schools, as definitions to words and undertakes to hold the teachers and schools responsible for this nonsense. It may be fun for Mark Twain to ridicule the teachers and schools in this manner, but all will admit it is scarcely just to do this.—Eds.]

We quote as follows:

*Aborigines*, a system of mountains.

*Alias*, a good man in the Bible.

*Amenable*, anything that is mean.

*Assiduity*, state of being an acid.

*Auriferous*, pertaining to an orifice.

*Ammonia*, the food of the gods.

*Capillary*, a little caterpillar.

*Corniferous*, rocks in which fossil corn is found.

*Emolument*, a headstone to a grave.

*Equestrian*, one who asks questions.

*Eucharist*, one who plays euchre.

*Franchise*, anything belonging to the French.

*Idolater*, a very idle person.

*Ipecac*, a man who likes a good dinner.

*Irrigate*, to make fun of.

*Mendacious*, what can be mended.

*Mercenary*, one who feels for another.

*Parasite*, a kind of umbrella.

*Parasite*, the murder of an infant.

*Publican*, a man who does his prayers in public.

*Tenacious*, ten acres of land."

Here is one where the phrase "publicans and sinners" has got mixed up in the child's mind with politics, and the result is a definition which takes one in a sudden and unexpected way:

"*Republican*, a sinner mentioned in the Bible."

Also in Democratic newspapers, now and then.

Here are two where the mistake has resulted from sound assisted by remote fact:

"*Plagiarist*, a writer of plays.

"*Demagogue*, a vessel containing beer and other liquids."

Here is one which—well, now, how often do we slam right into the truth without ever suspecting it:

"The men employed by the Gas Company go round and speculate the meter."

And here—with "zoological" and "geological" in his mind, but not ready to his tongue—the small scholar has innocently gone and let out a couple of secrets which ought never to have been divulged in any circumstances:

"There are a good many donkeys in theological gardens.

"Some of the best fossils are found in theological cabinets."

### HOPE FOR MEN.

There is a nobleness, and even a sacredness in work. Were he ever so benighted, there is always hope in a man that actually and earnestly works; in idleness alone there is perpetual despair. Consider how, even in the meanest sorts of labor, the whole soul of a man is composed into real harmony. He bends himself with free valor against his task; and doubt, desire, sorrow, remorse, indignation, despair itself, shrink murmuring far off in their caves.

The glow of labor in him is a purifying fire, wherein all poison is burnt up; and of smoke itself there is made a bright and blessed flame.

Blessed is he who has found his work; let him ask no other blessedness; he has a life purpose.

Labor is life. From the heart of the worker rises the celestial force, breathed into him by Almighty God, awakening him to all nobleness, to all knowledge. Hast thou valued patience, courage, openness to light, or readiness to own thy mistakes? In wrestling with the dim brute powers of fact thou wilt continually learn. For every noble work the possibilities are diffused through immensity, undiscoverable, except to faith.

Man, son of heaven! is there not in thine inmost heart a spirit of active method, giving thee no rest till thou unfold it? Complain not. Look up. See thy fellow workmen surviving through eternity, the sacred hand of immortals. —Thomas Carlyle.

### LIKE HIM.

On his last Sunday evening in this place, says Dr. Charles Hall, in his address on Henry Ward Beecher, after the congregation had retired from it, the organist and one or two others were practising the hymn,

I heard the voice of Jesus say;

"Come unto me and rest—"

Mr. Beecher doubtless with that tire that follows a pastor's Sunday work, remained and listened. Two street urchins were prompted to wander into the building and one of them was standing in the position of the boy whom

Raphael has immortalized, gazing up at the organ.

The old man, laying his hands on the boy's head, turned his face upward and kissed him, and, with his arms about the two, left the scene of his triumphs, his trials and his successes, forever.

It was a fitting close to a grand life, the old man of genius and fame shielding the little wanderers, great in breasting traditional ways and prejudices, great also in the gesture, so like him, that recognized, as did the Master, that the humblest and the poorest were his brethren—the great preacher led out into the night by the little nameless waifs.

The great "Life of the Christ" is left unfinished for us to do our little part and weave our humble deeds and teachings into the story. Men will praise our brother for genius, patriotism, victories and intellectual labors. My love for him has had its origin in his broad humanity, his utter lack of sham, his transparent love of the "unction from above" that dwells in and teaches and beautifies the lines of duty. He said of his father: "The two things which he desired most were the glory of God and the good of men." So it was with him, as the hearts of myriads attest. But we bid him here farewell: and to me oftenest will come the vision of him, passing out of yonder door with his arms about the boys—passing on to the City of God, where he hears again the familiar voice of the Master saying, "Of such is the Kingdom of Heaven!"

### MINNESOTA.

MINNEAPOLIS, March, 1887.

J. B. Merwin, Managing Editor AMERICAN JOURNAL OF EDUCATION, St. Louis.

My Dear Sir: Allow me to say, that the last issue of the AMERICAN JOURNAL OF EDUCATION was the best I ever read and I have read it constantly for many years. I could not lay it down until every valuable line had been read and mastered. Every paragraph shows thought, wit and wisdom and a high aim for the good of our teachers and schools.

The banquet exercises tendered Dr. Edwards were especially interesting, admirable and timely.

Yours for 10,000 subscribers, B. M.

LOCKPORT, N. Y. March 28, 1887.  
EDITOR AMERICAN JOURNAL OF EDUCATION.

The last number of the AMERICAN JOURNAL OF EDUCATION was exceedingly interesting and strong. I found editorial gems on every page and read every word of the full account of the banquet. Could not lay it down until I had finished it all. The JOURNAL always contains a host of good things which tends to make life more desirable for our fellow beings as well as ourselves.

Most truly yours, CLARA E. SEARS.

Do you know that you can now for a trifle, by reading and study, call to yourself a whole universe, with its treasures? No one need be poor any more in this world—if only the mind is cultivated, and the spirit enlightened and enriched.



## THE SONG SPARROW.

Ah, thou memento of my childhood day,  
Thou tuneful sparrow of this lowly bush,  
Thy tiny ancestry with this, thy lay,  
Did often wake me out of slumber's hush.

In early spring, ere winter's chill had passed,  
While we, awed, waited for a breath  
Of south wind, then thy cheery tune did cast  
A charm o'er all the gloom of winter's death.

Thou little brownie, homely, humble bird,  
I've lived these years among yon city fanes  
Where thy sweet, charming voice is never heard.

Because thy bolder, foreign namesake  
reigns.

These proudly claim the housetops or the  
eaves.

The highest seats, but only cheaply chirp,  
And in their socialistic pride do weave  
Their nests on high, and everything usurp.

But thou, melodious, modest bird, alone  
Dost sit on garden fence or hidden twig,  
And give to me such soul-inspiring tone,  
I praise thee, but despise the city prig!

To lonely hearts thy little song thou bringst,  
Wee, modest creature, noticed by the Lord:  
May I be near when'er such angel sings,  
And with that tune, each morn, my life  
accord.

EDWIN N. ANDREWS.

## THE NATION'S THINKERS.

It is sometimes said by practical men,  
what do we want of thinkers? They  
are impracticable, and don't do any  
work. They dream about things and  
are as often wrong as right.

The reply to these very practical men  
is not difficult. All the difference be-  
tween the lowest savage found in the  
wilds of Africa, and the highly civilized  
and educated man, consists in the think-  
ers who have painfully, through long  
centuries, thought how they could bet-  
ter the condition of human life. How  
long time it required to think out a house  
with all modern improvements. There  
is a vast step from the stone or log, or  
rough block, which not many centuries  
since served the common people with a  
seating capacity, to the carved and  
costly ottoman or sofa, or even the com-  
mon chair. Indeed, human progress  
has been wrung out of the brain-sweat  
of the world's thinkers. Look at the  
old hand press used not forty years ago  
in the daily newspaper offices of all  
cities, and then at the perfect miracle of  
a machine that cuts the paper, prints it,  
folds it, pastes it, counts it, and does all  
this at the rate of twenty thousand an  
hour. A few score of sheets per hour  
were all that could once be printed.

What painful thought lies between  
these two presses! The whole world  
are under untold obligations to the in-  
ventor who wears out his life too often  
in thankless toil. It is the patient study,  
the unpaid toil of these noble martyrs  
for mankind, that has made civilization  
possible, and human life tolerable to  
the masses. The thinker is the servant  
of the race. All true hearts will honor  
the thinker, though he may not always  
succeed. All that is practical is founded  
on the unseen work of him who, in still-  
ness, thinks for the world.

Few take the trouble to consider the  
process by which a perfect machine,  
like the sewing machine, comes to its  
perfection. What centuries of human  
endeavors, and for the most unsuccess-

ful, had to precede any of the great in-  
ventions. An invention is not the work  
alone of the last man who made it a  
success. He represents a long line of  
struggling thinkers, who almost won the  
prize of discovery, and then failed. But  
without all this previous unsuccessful  
toil, success would have been impossible  
to any one. What labor, what painful  
efforts and what thousands of years of  
almost imperceptible advance lie be-  
tween the stone implements of the cave  
men of Europe, and the elegant case of  
surgeon's instruments of to-day.

All honor and glory to the patient  
thinkers of the race. They are the  
hardest workers in the world.

Those who have been enjoying the  
lectures of Dr. W. T. Harris, as well as  
the many warm friends, resulting from  
his long residence in St. Louis, will be  
pleased to know that in the Proceedings  
of the Department of Superintendence  
of the National Educational Associ-  
ation, full, if tardy, recognition was  
made of the national importance of Dr.  
Harris' services as a member of the  
"Educational Round Table." In Cir-  
cular No. 2, of the Bureau of Education  
for 1886, will be found the tribute of  
Hon. J. W. Akers, of Iowa, and it is  
peculiarly gratifying that this recog-  
nition should not have been reserved as  
a mortuary tribute.

It is said of Alexander that he wept  
over the victories of his father, lest all  
the world should be conquered ere his  
time came to rule. When told that his  
father conquered but to bequeath to him,  
he answered: "What good will it do  
to me if I possess much and do noth-  
ing?" And the heart to day, made  
wise by twenty centuries of human ex-  
perience, must assent that he could en-  
joy nothing which he had not squarely  
and bravely earned. "Not what I have,  
but what I do, is my joy," in the modern  
word also.

The *doer* as Shakespeare says:  
"Enchants societies unto him  
Half of all men's hearts are his."

## STRUGGLE AND WIN.

Early in life the conviction should ri-  
pen into a settled fact, man is divinely  
appointed to struggle and God-endowed  
with capacity to win. Youth should be  
impressed with the wisdom of the  
child's answer to the question as to who  
made him: "God made me about so  
long, I grewed the rest of the way."

Never unteach that child that lesson,  
and in maturity he will be an intellectual  
and moral giant. Instead of ivy he will  
be oak, not creeping insignificantly on  
the lowest stratum of human existence,  
nor twining to the strong for support,  
but a great character deep rooted in  
purpose and will, sending majestically  
toward heaven its mighty trunk of  
righteousness, with its spreading branches  
of love and sympathy.

The success of heroes of all orders  
and the records of every people com-  
bine to convince us that what we desire  
we must gain, and that what we would  
be we must become. Strength is a de-  
velopment; virtue is an attainment;  
love is a cultivation; sympathy is a

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20-3-11

growth; justice is a product of social forces.

There is no high and holy attribute of man but blossoms from a sentiment whose root is down in human hunger, and its growth up through the strife of passion.

"It is not growing like a tree  
In bulk, doth make man better be;  
On standing long an oak one hundred year,  
So fall a log at last, dry, bald and sear:

A lily of a day  
Is fairer far in May  
Although it fall and die that night—  
It was the plant and flowing light.  
In small proportions we first beauty see;  
And in short measures life may profit be."

## FALL.

This is a boy's composition on fall: "This is fall, because it falls on this season of the year. Leaves fall, too, as well as thermometers and the price of straw hats. Old toppers, who sign the pledge in summer, are liable to fall when fall cider-making opens, for straws show which way the cider goes. Husking corn is one of the pleasures of fall, but pleasure isn't good for little boys I don't think. Old men want a little fun, let them husk. A husky old man can get through a great deal of corn sometimes. Digging taters is another of our fall amusements. The way I like to dig taters is to wait till they are baked nicely, and then dig them out of their skins. Most winter schools open in the fall. The best winter school I ever went to didn't open until spring, and the first day it opened the teacher took sick, and the school closed for the season. Once in a while we have a very severe fall, but nothing like the fall of

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Adam and Eve in the Garden of Eden. Summer is misnamed. It should be called pride, for doesn't pride go before a fall?"

THERE has been some delay in sending out four or five of the Editions of the JOURNAL, owing to the fire, which seriously damaged a part of them—and destroyed some of our mailing books.

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WHAT shall we do with our surplus? "Tear down our barns and build larger ones," said the fool. But he soon begged for a drop of cooling water!

SCHOOLS and culture, and love and obedience, tend all the time to establish not only diversified industry, but a prosperous security.

INTELLIGENCE and progress in a little over a century has redeemed this vast empire from barbarism. This is what the public school system means. It is to this result that we point to, testing its existence, and demand its extension. Ignorance builds nothing—wants nothing, di-integrates and hates. Ignorance strikes and loses, intelligence arbitrates and saves.

"If," says Herbert Spencer, "in place of making a child understand that this thing is right and the other wrong, you make it feel that they are so; if you make virtue loved and vice loathed, if you arouse a noble desire and make torpid an inferior one, if you bring into life a previously dormant sentiment, if you cause a sympathetic impulse to get the better of one that is selfish, if, in short, you produce a state of mind to which proper behavior is natural, spontaneous and instinctive, you do some good. But no drilling in catechisms, no teaching of moral codes, can effect this. Only by repeatedly awakening the proper emotions can character be changed. Mere ideas received by the intellect, meeting no response from within—having no roots there—are quite inoperative upon conduct, and are quickly forgotten upon entering into life."

TEN united, pledge, compare, control and inspire each other. An organization of ten is flexible, and can adapt itself to circumstances, and can agree upon a plan to act.

Who are these members of Congress, and how many are there who stand for this impediment of ignorance? Have we not had enough of this? Ignorance not only limits and hinders, but it destroys and slays.

Carli-le, Morrison and Randall, who by unwise and unrighteous combination in the House of Representatives defeated the appropriation of \$77,000,000 for education, and so thwarted the will of the people, must be held responsible for this ignorance which smites, and hinders, and slays.

Remember, that only those who seek to deceive the people, and rule for their own advantage, wish to keep them in ignorance.

He teaches who gives, and he learns who receives.

MEN are too apt to believe in all things else—but themselves.

EVERY person must muster courage to go on and go on in pursuit of the prizes and rewards of life. Early in life the children should be indoctrinated thoroughly with this idea.

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More than half of all the newspapers in the world are printed in the English language. In the sixteenth century, five millions of people spoke the English tongue. In the nineteenth century one hundred and twenty millions of people use it. There is no more ethnical fact than the conquests made by the English-speaking people. One-half of

the habitable territory is owned by England and the United States. Nothing is more evident in the development of national existence than the vast progress, yet to be made, by the English races, towards the practical control of the commerce of the world. Rome—when Rome was the world, according to Gibbon, had but one million six hundred thousand square miles of territory, including her possessions in Europe, Asia, and Africa. The United States embraces more than twice that amount of territory. Imagination falters at the contemplation of the future in the next ten coming centuries of the great nations of the earth. We should like to take a look at the brave old world about the year 2887, A. D.

#### A MASTERPIECE.

John Morley says: "One of the noblest masterpieces in the literature of civil and political wisdom is found in Burke's three pieces on the American war—his speech on taxation in 1774, on conciliation in 1775, and his letter to the Sheriffs of Bristol in 1777.

I can only repeat to you what I have been saying in print and out of it for a good many years, what I believe more firmly, as observation is enlarged by time and occasion, that these three pieces are the most perfect manual in any literature for the study of great affairs, whether for the purpose of knowledge or action.

No student worthy of the name will lay aside these pieces, so admirable in their literary expression, so important for history, so rich in the lessons of civil wisdom, until he has found out something from other sources as to the circumstances from which these pieces arose, and as to the man whose resplendent genius inspired them.

There are great persons like Burke who march through history with voices like a clarion trumpet and something like the glitter of swords in their hands. They are nearly as interesting as their work. Contact with them warms and kindles the mind. And you will not be content after reading one of these authors without knowing the character and the personality of the man who conceived the works, and until you have spent an hour or two—and it will go a long way with Burke still fresh in your mind—over other compositions in political literature, over Bacon's civil pieces, or Machiavelli's 'Prince,' and others in the same order of thought."

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## LITERARY NOTES.

"Masters of the Situation; or Some Secrets of Success and Power," by W. J. Tilley, B. D., is the title of a new book published by S. C. GRIGGS & Co., Chicago. It will be of special interest to young men. It treats of the always interesting and always important question of *success in life*, and the means by which it is attained. "Promptness," "Individuality," "Genius," "Application," "Enthusiasm," "Manners," "Opportunity," "Masters of the Situation," etc., are some of the topics discussed. The subjects quoted convey but an inadequate idea of the scope and richness of the work, which is free from any symptom of didactic dryness, and the discussions of which teem with apposite illustrations.

S. C. GRIGGS & Co., Chicago, also have in press a novel that is calculated to excite the curiosity of the reading public. It is from the pen of Dr. B. F. Taylor, author of "Between the Gates," "World on Wheels," etc., and it is said to be decidedly unique in character and original in design. Its title is "Theophilus Trent; or Old Times in the Oak Openings,"—depicting scenes and incidents of pioneer life forty years ago. Mr. Taylor's acknowledged versatility and genius, and his marvellous descriptive power promise a most fascinating volume.

THE essays on Goethe which were read before the Milwaukee Literary School last August, are soon to be published by Messrs. S. C. GRIGGS & Co., Chicago, under the title "Poetry and Philosophy of Goethe," edited by Marion V. Dudley. The great diversity of opinions regarding his life, and the diversity of interpretations which his writings have given rise to, render essays like these, which are the production of some of the most faithful and diligent students of German literature in this country, of deep interest, not only to the admirers of the great German poet and philosophers, but to students of literature generally.

*The Interstate Commerce Act.* By John R. Dos Passos. Published by G. P. PUTMAN'S SONS. For sale by John L. Boland, St. Louis. In his preface the author says: "Perhaps no measure that ever passed Congress equals in importance the law which has now become famous as the interstate commerce act. It is the first attempt on the part of the national government to regulate, if not to control, a private commercial business." He says further on: "This move of the national legislature is one strongly towards the direction of centralization of power in the hands of the Federal government. Strangely enough, its chief promoters and advocates are representatives from the South. The next natural step must be the purchase and control, by the

same power, of all this vast railroad property." Mr. Dos Passos concludes as follows: "We have the utterance of the Supreme Court, \* \* \* in which it is generally stated and held that Congress possesses the power to legislate upon the subject of interstate commerce. There is nothing, however, in that opinion which upholds the right of congress to delegate its power to a commission, and this, as we have said in the beginning of this treatise, is an entirely new question for the courts to determine."

*Science and Crime* and other Essays. By ANDREW WILSON, F. L. S. J. Fitzgerald, publisher, 108 Chambers st., New York. Price, 15 cts., post free. This volume comprises seven chapters on as many different subjects of popular scientific interest. The leading essay, "Science and Crime," shows what effective aids science is able to render to the legal Nemesis in tracking the criminal. The other essays bear the titles of "The Earliest known Life Relic," "Skates and Rays," "About Kangaroos," "Leaves," "Giants," "The Polity of a Pond." The book will entertain and instruct profitably an hour of leisure.

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Dr. Briggs has a very extensive and choice library of engravings, manuscripts and rare old books.

J. B. Merwin, managing editor of the *American Journal of Education* has a large collection of autograph letters and rare books in his private library.

Some books can be bought very cheap now-a-days, but who can estimate the value and influence of a good book.

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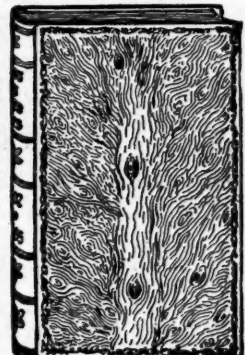
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